

Stage 2 Determine Acceptable Evidence.

Performance Task (Summary in G.R.A.S.P.S. form): (T)

Goal: Is to accurately depict immigration to America throughout history in a digital timeline.

Role: You are a tech. savvy statistician who loves history, but you have a boring job working for the Census Bureau.

Audience: The target audience will be the board of directors of the Smithsonian Institute.

Situation: You have been asked to create a digital product on immigration, specifically ____ immigrants. This will be one piece in a larger digital timeline project. This project, when complete will be on display at the Smithsonian Institution, American History Museum.

Product/Presentation: The presentation will be in the form of a digital timeline using the software Capzle.

Standards (criteria from both rubrics): Product: Content, Organization/Continuity,

Video/Pictures/Document usage, Audio/timing, Mechanics, Citing Sources Presentation: Content, Organization, Delivery, Visual Aids, Volume, Comprehension

Other Evidence (quizzes, test, prompts, observations, dialogues, work sample, etc.):

Other Evidence (OE)

- Journal: Blog, journaling about immigrants daily lives and why they immigrated to America. (Their plight)
- Time Line: Capzle, create a rich-media timeline online, about immigration using videos, photos, text, music, audio and documents.
- Storyboard: Inspiration or Comic Life, create a digital storyboard about the immigrants lives.
- Scrapbook: Keynote or Powerpoint, create a digital scrapbook with pictures, documents and sound.
- Filmstrip: Comic Life, create a short film about the plight of immigrants with audio.
- Charts: Numbers, create graphs to visually display immigration data.

Student Self-Assessment and Reflection

Self-Assessment (SA)

- Pre-Assessment: Quick-write with a Think-Pair-Share
- Checking for understanding during instruction: Exit slips, Knowledge rating guides, Jigsaw, Homework discussion groups, observation, Quick-writes.
- Timely Feedback: Rubric provided at the beginning of the assignment, teacher edit, peer edit, self edit and conferencing with students about work progress periodically.

Assessment Task Blue Print

What understandings/goals will be assessed through this task? (G)

Understanding

Goal (CCSS)

- Students will understand that politics, economics **Content Area:** Statistics and Probability

and religious events in history are associated with trends in immigration to America.

Grade Level: High School 9-12

Domain: Making Inferences and Justifying Conclusions

Standard: Make inferences and justify conclusions from sample surveys, experiments and observational studies

Cluster: S-IC-3

Content Area: Statistics and Probability

Grade Level: High School 9-12

Domain: Interpreting Categorical and Quantitative Data

Standard: Summarize, represent and interpret data on two categorical and quantitative variables

Cluster: S-ID-6

What criteria are implied in the standard(s) understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Big Idea

- Immigration

Big Idea

- Statistics

Through what authentic performance task will students demonstrate understandings?

Task Description: (T)

You are a tech savvy history buff who works for the Census Bureau. One day a fellow co-worker comes across a contest in Tech-no magazine and suggest you submit a proposal project for the contest. The contest is hosted by the Smithsonian Institute. They are trying to document immigration to America in a collaborative digital timeline to be displayed for a twelve month period at the American History Museum in Washington, D.C. Your proposal will be judged by the board of directors of the Smithsonian Institute. If you are chosen to collaborate on this project you will win an all expenses paid trip to D.C. for one week to work on the collaboration project and a \$2000 cash prize.

What student products/performances will provide evidence of desired understandings?

Type II Product

- Digital timeline using Capzles

Type of Presentation

- Oral presentation

By what criteria will student products/performances be evaluated?

Product Criteria

- Content

Presentation Criteria

- Content

- Organization/Continuity
 - Video/Picture/Document Usage
 - Audio/Timing
 - Mechanics
 - Citing Sources
- Organization
 - Delivery
 - Visual Aid(s)
 - Volume
 - Comprehension

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